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Dr. McKool

ELD 308

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Reading Minilesson Plan

**Grade:** 4

**Time:** 20 minutes

**Standard:**

* .Craft and Structure: RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**Materials:**

* *Jumanji*, by Chris Van Allsburg
* Pen or pencil
* Conflict/resolution graphic organizer
* Chalk or dry erase marker, depending on chalkboard or dry erase board in the classroom

**Lesson Sequence:**

1. **Lesson Introduction/Anticipatory Set (Engagement) –**

* “Can anyone tell me what you do when you have a problem?” If no one says anything I will try to provoke more thought by saying, “Do you let it go, or do you find a solution? Does anyone have any examples of problems and solutions?” I will let a few students say their thoughts and answers and then move on to, “Well, in the book *Jumanji* we read there are many problems which the main characters Peter and Judy need to figure out solutions to. If you understand how this story is constructed with problem and solutions, it will be easier to point out both while reading. You all noticed that Peter and Judy were forced to face different obstacles while playing the boardgame and now we should take a look to find the solutions to those problems.”

1. **State Objective and Purpose –**

* “Today we are going to look at how this book was constructed. There are main events which lead to conflicts and resolutions, right? Well in *Jumanji*, the main characters were faced with different conflicts. Then, they were forced to come up with solutions to their problems which then formed the structure of the story which is what we are going to take a look at today.”

1. **Teach and Model –**

* “In all books, there are important components to the story. What are some components that make up the story *Jumanji*?” Hopefully the students will raise their hands and say the main events, conflicts, climaxes, solutions, and so on. I may even ask for examples from this text before getting into just the conflicts and solutions.
* I will read this text from the book, “Lying on the piano was a lion, staring at Peter and licking his lips.” Then I will tell the students, “Now remember, Peter and Judy were both bored which then led them to start playing this board game. Now look where they are at. They are faced with a real problem and they need to figure out how to solve the problem to move on in the story.”
* Then I will read on until I reach what Peter and Judy do to solve their problem with the lion. I will say to the students, “Now because they thought of solutions to their problems and put them into practice, the story went on smoothly and we were even able to predict what they were going to do just like we have been doing in our read-alouds.” I will write down the problems and solutions on the chalk board or dry erase board in a graphic organizer way to model the papers they are going to receive.

1. **Guided Practice –**

* “Now let’s work together to find other problems Peter and Judy were faced with, then we will discover the solutions they came up with to keep going in the game and ultimately the story.”
* “I will write this down on the board to keep track of each problem which came from the board game and we will find the solutions to each individual one”
* “As we make a list on just the board game creating problems and needing solutions for that, think of the other problems which came up in the story or what a story would be like without any conflict or resolution. Pretty boring, right?” I only would do about three examples as a class and stop there.

1. **Independent Practice/Assessment –**

* I will pass out individual graphic organizers so they can create charts for conflicts and resolutions. They would be responsible for analyzing the other conflicts and discovering the solutions from the book or even creating their own. “Now I want you all to take a look at the rest of the conflicts and produce the solution. Or, if you could create your own solutions which you think the author Chris Van Allsburg should have used, write that instead in your graphic organizer which I will be handing out. We will be using this technique later so you can let your imagination run wild if you want!”

1. **Closure –**

* “How does conflict and resolution help stories progress? Does it make the story more interesting? What would *Jumanji* be like without these conflicts?”
* “Are we now comfortable with the main events, conflict, and solutions of stories? Do you think we could create our own story using these components?”

1. **How will I know the lesson has been successful?**

* You will be able to determine that the lesson is successful if students are able to contribute to the graphic organizer. I will also check their papers to see if they understand the main components of a story and how conflict and resolution help progress a story.